**Assessing Student Learning**

**Assessment Planning**

|  |  |
| --- | --- |
| **Subject** |  |
| **Topic** |  |
| **Resources** |  |
| **Activity(ies)** |  |
| **Learning Target** |  |

Learning Target:

Type of Target:

I’ll know I’ve got it when:

Assessment Method:

Assessment Plan:

**Assessment Planning**

|  |  |
| --- | --- |
| **Subject** | Reading-3rd Grade |
| **Topic** | Informational Text, Key Ideas and Details |
| **Resources** | Instructional Level Informational Text |
| **Activity(ies)** |  |
| **Learning Target** | I can identify the main idea and supporting details of an informational text. |

**Learning Target:** I can identify the main idea and supporting details of an informational text.

**Type of Target:** Knowledge

**I’ll know I’ve got it when:**

I can summarize an informational text by paraphrasing the main idea and details of the story.

**Assessment Method:** Performance Task

**Assessment Plan:** Students can summarize an informational text by paraphrasing the main idea and details of the story.

Students can design a prezi outlining the main idea and key details of an informational text.

**Mastery:** Measure mastery using a rubric.

This rubric could be use for the graphic aid or prezi: (<http://www.marzanoresearch.com/media/document/file/redbank-k-5-reading-59.pdf>)

This rubric could be used if students write a summary: <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1308373&>

**Assessment Planning**

|  |  |
| --- | --- |
| **Subject** | Math-6th Grade |
| **Topic** | Unit Rate |
| **Resources** |  |
| **Activity(ies)** |  |
| **Learning Target** | Solve unit rate problems including those involving unit pricing and constant speed. |

**Learning Target:** Solve unit rate problems including those involving unit pricing and constant speed.

**Type of Target:** Performance/Skill

**I’ll know I’ve got it when:** I can calculate the unit rate of speed of my balloon car by demonstrating the proper use of the formula.

**Assessment Method:** Performance and Product

**Assessment Plan:** “Balloon Car Math”—power cars with balloons.

**Formative -**Practice runs with calculations

**Summative** - Five final runs with calculations scored using a rubric

with a minimum 80% accuracy.

**Bloom’s Verbs**

Calculate unit rate of speed

Demonstrate use of formula

**Assessment Planning**

|  |  |
| --- | --- |
| **Subject** | Reading-Foundation Skills, Kindergarten |
| **Topic** | Sounds and Syllables |
| **Resources** |  |
| **Activity(ies)** |  |
| **Learning Target** | RF.K.2A:  Recognize and produce rhyming words. |

**Learning Target:** RF.K.2A:  Recognize and produce rhyming words.

**Type of Target:** Skill

**I’ll know I’ve got it when:**

* I can recognize and produce rhyming words.
* I can tell you two words that rhyme
* I can tell you why two words rhyme

**Assessment Method:** Performance Assessment

* observation
* create a checklist

**Assessment Plan:**

Performance Assessment

* observation
* create a checklist

[Marzano’s Reading Foundations Proficiency Scale](http://www.marzanoresearch.com/media/document/file/scales-for-website-upload-1-30-13-02-147.pdf)

**Assessment Planning**

|  |  |
| --- | --- |
| **Subject** | Math-4th Grade |
| **Topic** | Fraction Equivalence and Ordering |
| **Resources** |  |
| **Activity(ies)** |  |
| **Learning Target** | Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |

**Learning Target:** Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

**Type of Target:** Knowledge, Reasoning and Skill

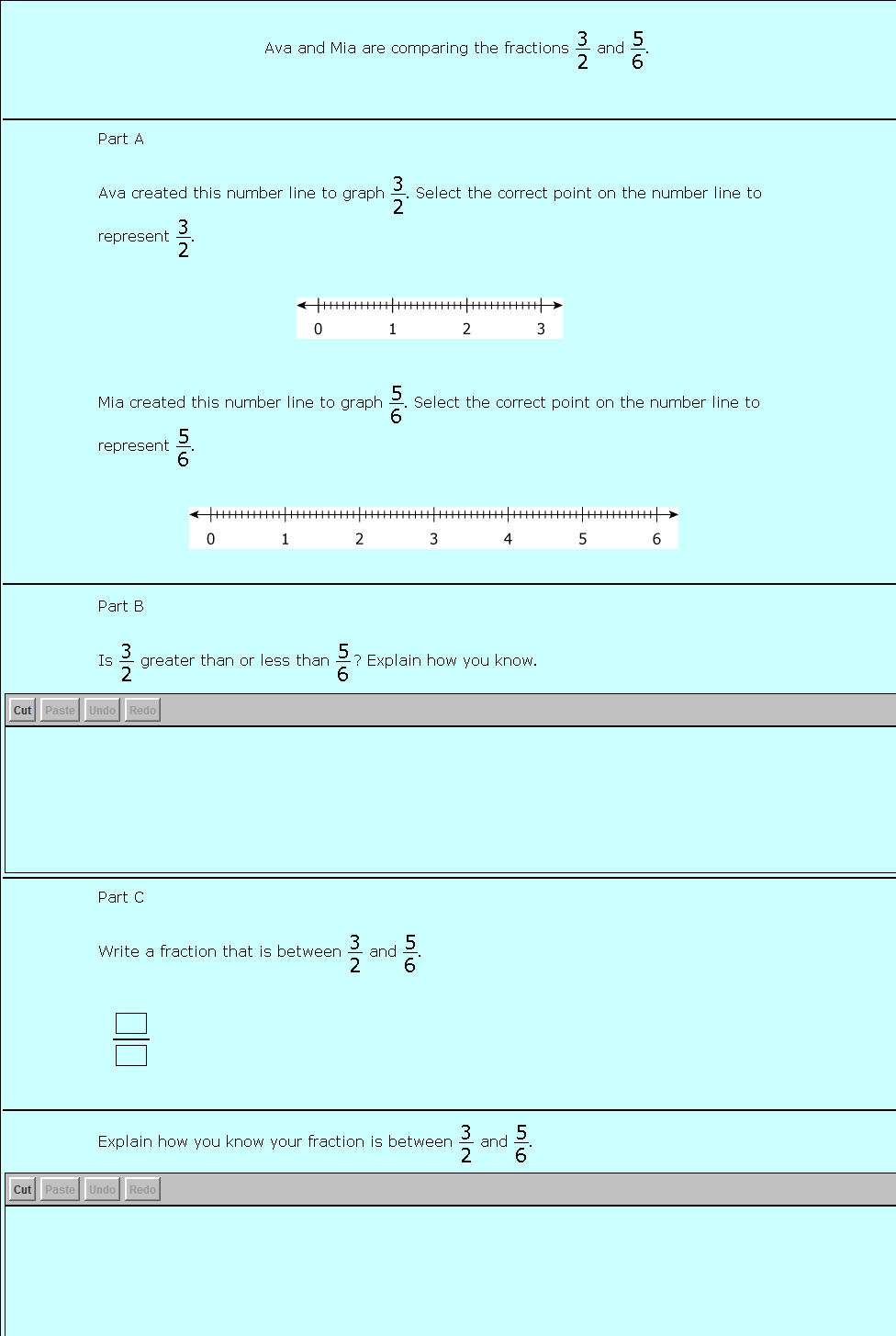
**I’ll know I’ve got it when:**

* I can explain why one fraction is equal to another fraction using fraction models. (This is a Reasoning Target)
* I can understand how the number in size of the parts can be different even though the whole is the same size. (This is a Knowledge Target)
* I can create equivalent fractions. (This is a Skill Target)

**Assessment Method:** Performance Assessment

**Assessment Plan:**

Students will construct viable arguments through precisely written mathematical statements. This task requires an explanation that accurately compares the two fractions by reasoning with grade-appropriate fraction concepts. In addition, students may choose to use the number line models given in the stem to find the structure needed for the explanation (MP.7). Or, students may be able to construct an argument from previously-learned, securely-held material. Students may find it easy to identify a fraction between and , then need to engage in MP.3 andMP.6 again to explain how they know that fraction is between 5/6 and 3/2 .



**Scoring Rubric**

Task is worth 4 points. Task can be scored as 0, 1, 2, 3, or 4.

Scoring consists of 2 points for calculation and 2 points for reasoning.

**Part A**

1 calculation point is earned for a number line that correctly shows 3/2 .

1 calculation point is earned for a number line that correctly shows 5/6 .

**Part B**

1 reasoning point is earned for explaining that 3/2 is greater than 5/6. Possible examples include but are not limited to the following (assuming you are looking at a number line):

* I can see that 3/2 is to the right of 1, but ⅚ is to the left of 1, so ⅚ is less than 3/2
* 3/2 = 9/6, so 3/2 is nine 1/6 units long and ⅚ is five ⅙ units long. So, 9/6 has more 1/6 units, and 3/2 is greater than ⅚.
* I know that 3/2 is equivalent to 9/6. Because the denominator of 9/6 is the same as ⅚ and 9 is greater than 5, 3/2 is greater than ⅚.

**Part C**

1 reasoning point is earned for identifying a fraction between ⅚ and 3/2 and explaining why that fraction is between ⅚ and 3/2.  Possible examples include, but are not limited to the following:

* 2/2 - my number lines show that 3/2 is to the right of 1, and ⅚ is to the left of 1, and I know that 2/2 is equal to 1 because 2/2 is one whole.
* 7/6 - 3/2 is nine ⅙ units long and ⅚ is five ⅙ units long, I know that 7/6 is seven ⅙ units long. So, 7/6 has more ⅙ unit lengths than ⅚. And, 9/6 has more ⅙ unit lengths, than 7/6.
* 11/12 - on my number line, I saw that ⅚ was the equal to 10/12, and 11/12 is to the right of ⅚.  I know that 11/12 is less than 3/2 because I can see 11/12 is less than 1 and 3/2 is greater than 1.